

Collaborative Lessons Beyond Merely a “Language Exchange”

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要旨

本稿は、岡山大学生対象の英語クラスと留学生対象の日本語クラスとの「合同授業」の実践報告である。これは「国際化」を教育目標のひとつに掲げている本学で、岡山大学生と留学生の交流を促進し、グローバルコミュニティーを構築する授業実践の試みであった。その狙いは単なる「話すスキル」向上ではなく、外国語を学ぶ学生同士が助け合うことによる社会心理的な自己効力感の促進であり、学期末に行ったアンケート調査によるとどちらのクラスにもその効果が見られた。また英語学部と日本語学部という学部を超えた合同授業によって得られる成果の可能性と同時に課題についても検討する。

Key words : collaborative, self-efficacy, self-esteem, affective filter, internationalization

1. Introduction

The following collaborative work originated from a very simple question: How can we encourage Japanese undergraduate students and international students at Okayama University to communicate and interact with each other? There are 465 international students studying on campus as of May 2013 (Okayama University Prospectus 2013). In many cases, these international students do not have opportunities to interact much with the Japanese students, except when they are at the social learning space called the L-café or when they participate in special cultural events.

Internationalization (国際化) or globalization (グローバル化) has been one of the primary educational goals at Okayama University for several years now. Okayama University, recognizing the need for students to feel more competent and confident in order to face the communicative challenges inherent to the process of globalization, has taken several steps to give students further learning opportunities during their university careers. First, a social learning space called The English Café, later renamed the L-café, was established in May 2009 as a place where Japanese and international students could interact, make friends, and learn from each other. Second, from the Spring Semester of 2013, a new curriculum was implemented where the number and variety of compulsory general English courses were increased for all first year undergraduate students. Finally, in May 2013, Okayama University started courses for Global Human Resources designed for a select group of students in each faculty/department. The students in the Global Human Resources program take extra courses in English, as well as special classes in their faculties, to prepare them for a study abroad program.

Although these programs will surely contribute towards building global citizens, the number of student participants is limited. The Global Human Resources courses are available to only a select few students, and many students feel too nervous to go to the L-café to take advantage of the available resources. This has led to a disparity between the goals of Okayama University and the framework set up to accomplish these goals, particularly in terms of student participant numbers.

We also feel that in order to raise “global citizens,” merely developing language skills is not sufficient. It is clear that students need not only to improve their language skills, but also to learn to collaborate with one another across both cultural and national boundaries. Thus, we tried implementing collaborative lessons between a Japanese-as-a-second-language class (JSL) for international students and an English-as-a-foreign-language class (EFL) for Japanese students as an attempt to equip students to become more able to communicate and learn from each other.

Through the collaborative lessons, it was hoped that more students would get a chance to co-develop their collective knowledge, create mutual understanding as well as develop their language skills. Many students at Okayama University seem to have personal intercultural interaction only with the language instructors who teach their academic courses. Neither international students nor Okayama University students have much opportunity to sit down and exchange their thoughts or opinions with each other on campus. The collaborative lessons can greatly increase this type of interaction and could be the first step for them to get to know each other better, which would consequently help students to acculturate more into both the specific Japanese language community and the general international community.

Cognitively, we presupposed that the collaborative lessons would promote the following factors:

(1) Lowering the affective filter

When learning a language by receiving language input, learners tend to screen or filter the input. This is called the “affective filter” (Krashen 1982). When learners are nervous, stressed, or frustrated, they may not be receptive to language input. Therefore, the affective filter must be lowered for successful learning. The affective filter is assumed to be lower when speaking with peers, compared to the interaction with an instructor.

(2) Fostering self-efficacy

Most of the undergraduate Japanese students have been studying English for several years and are still struggling with it. Their grammar and pronunciation are not accurate, but they work hard at trying to communicate what they want to say. International students, learning Japanese from beginner level, are also faced with many difficulties as they attempt to communicate in Japanese. By witnessing the determination and effort of other students in the collaborative lessons, the students in both groups who have very little confidence speaking their second language will be encouraged. As a result, their self-efficacy, in other words, the belief in their ability to complete tasks and reach goals, will be fostered.

(3) Heightening self-esteem

Sometimes, students might feel bad or inferior if they are in the position of having to

be helped all the time. If they can help each other, it will alleviate the guilty feeling and their self-esteem, that is, the judgment of their own worthiness is expected to increase. International students especially could be feeling worthless since they know so little about Japan, and encounter things that they are not capable of doing in everyday life. Japanese students may also feel inferior, as they often realize that despite years of studying English, they are not communicatively competent. By helping each other, students in both groups should feel "I am competent" or "I am worthy."

2. Social cognitive theories for language learning

Based on social cognitive theories, language learning, unlike other academic subjects such as mathematics, is closely related to the learners' mental state in terms of being more emotionally involved. One such example is the idea of self-efficacy, a crucial concept in social cognitive theory, which is defined by Bandura (1994) as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. According to Bandura, there are four major sources of self-efficacy: (1) mastery experiences, (2) social modeling, (3) social persuasion, and (4) psychological responses. In addition to the fact that a learner's successful experience would raise his/her self-efficacy, Bandura maintains that seeing people similar to themselves succeed by sustained effort raises observers' beliefs that they too possess the capacity to master comparable activities. He also asserts that people are often convinced by comments and compliments by others asserting that they can accomplish tasks successfully. Positive encouragement plays a crucial role in promoting one's self-efficacy. Lastly, Bandura states that a learner's feelings, including stress level, affect his/her sense of self-efficacy.

With regards to "social modeling," Murphey and Arao (2001) in their research, show that providing students with models of successful language learners and "near peer modeling" can help learners' beliefs and attitudes towards learning become more positive. Peer teaching, in which the students are both teachers and learners can empower students, helping to build confidence and develop networking opportunities. Peer teaching also helps students to move away from dependence on instructors and gain more opportunities to create individual, more personally relevant learning opportunities.

As for the "psychological response," Krashen (1982) discusses the Affective Filter Hypothesis, arguing that motivation, self-confidence, and anxiety all play a prominent role in language acquisition. These factors can be both negative and positive. Our hope was that the collaborative lessons would lower the affective filter, thus promoting language acquisition for all participants.

Motivation is another area of study in the field of social cognitive theory. As Dörnyei argues, motivation is multidimensional and cannot just be analyzed in terms of integrative or instrumental motivation. Dörnyei (1994) suggests that other important factors such as self-confidence and classroom dynamics need to be carefully considered. In addition, Yashima et al. (2004) argue that those who are conscious of how they relate themselves to the world tend to be motivated to study and communicate in English because they probably visualize their

English learning selves clearly.

When considering the four sources of self-efficacy according to Bandura, as well as motivation, the situation of the collaborative lessons is a prime way to fulfill these factors. Our presupposition for the research results, therefore, is that students in both classes will feel that their self-efficacy and self-esteem have been fostered.

3. The Study

The practice of the collaborative lessons was undertaken in the Fall Semester of 2012 and the Spring Semester of 2013. However, for the purpose of this study, data from the collaborative lessons of the Fall 2012 were analyzed. By collaborative, we mean that a certain amount of time was taken from a 90-minute period to combine a JSL class for international students and an EFL class for Japanese students. Students were put in groups with a mixture of JSL and EFL students. About 60 minutes of a class was devoted to these collaborative lessons, which were conducted several times throughout the semester.

During the Fall Semester of 2012, the “Intensive Japanese for Beginners” class and “Native English” class carried out combination lessons four times. A brief description of the “Intensive Japanese for Beginners” and the “Native English” classes is given in Table 1 below:

Table 1: Japanese and English classes

Class	Intensive Japanese for Beginners	English
Instructor	Akemi Morioka (team-taught with 2 other instructors)	Claire Uchida
Class frequency	5 days (9 lessons) a week,	Once a week
Enrollment	15 (7 male and 8 female) students	32 (18 male and 21 female) students
Status/ Year in college	Teacher-trainee (6), Master student (7), Ph.D. student (2)	First year undergraduate
Faculties	Education, Agriculture, Engineering, Environmental engineering, Psychology	Law, Literature, Economics, Matching Program
Nationalities	German, Chinese, Indonesian, Afghanistani, Filipino, Burmese, Malaysian, El Salvadorean, Bangladeshi,	Japanese
Average age	30	18
Native language	German, Chinese, Indonesian, Persian, Tagalog, Burmese, Malay, Spanish, Bengali,	Japanese
Level of Japanese	Beginner with no knowledge of Japanese	Native
Level of English	Near native	Intermediate

As can be seen from the table, the context and characteristics of the two groups were quite different. The international students were from nine different countries. They were mature in age as well as work and academic careers, in contrast to the homogeneous group of first year Japanese students. While the English class met only once a week, the Japanese class met every day. Therefore, the connections between the international students in the Japanese class were observed to be much stronger than the connections between the Japanese students in the

English class.

As for the content of the lesson, because the syllabus for both the Japanese and the English courses had been decided prior to our decision to offer collaborative lessons, instructors managed the activities within the framework of the already-established lesson plans. The activities were intended to be student-centered, requiring learners to collaborate and negotiate meaning.

Table 2: Collaborative lessons

Date	Topic	Grammar	Activities from Japanese class	Activities from English class
Nov. 1	Description of people and places	Adjectives to describe people	Self introductions Describing people activity: Students were given a page with pictures of various people (both Japanese and other nationalities, including athletes, politicians, film stars, singers and film directors) and asked to describe them. After this they were asked to also describe their own friends, family members etc.	
Nov.15	Health and fitness	Verbs to describe daily activities; adverbs of frequency	Daily activities and frequency:	How healthy are you / what do you like doing (discussion) Students were asked to answer questions about daily schedules and give points according to how healthy they thought their partners were. They then compared how healthy they were and discussed things they liked doing.
Dec. 6	Finding accommodation; The ideal place on earth to live	Adjectives to describe places, stating reasons	Talking about accommodation: Students were given pictures and descriptions of student accommodation, such as a dormitory, apartments, and a homestay, etc. Japanese students played the role of the housing manager on campus, and international students had to look for a place to live. They had to choose a place to live after communicating with the housing manager.	Talking about accommodations speculating: Students were asked to look at various pictures and explain why they would / wouldn't want to live in each place. They were asked to speculate about how each place would be.
Jan. 31	People whom I respect and who have influenced my life		Students read a fictional essay supposedly written by a Japanese person who went to the U.S. and was helped tremendously when he struggled in high school. Students were told to translate this passage from Japanese to English for homework. Then, they were asked to talk about people whom they respected or had influenced their lives.	

Our research questions were: (1) How was it different for students to talk in their target language to students in the collaborative lessons compared to their regular classmates?

(2) How did the collaborative lessons affect students' self-efficacy and self-esteem?

At the end of the semester in which we undertook the collaborative lessons, a survey was conducted in order to find out how the students felt differently in the two classes; their own classes and the collaborative lessons. We asked 26 questions, which they answered using a Likert scale, followed by two open-ended questions. The questions were written in English for the international students and in Japanese for the Japanese students (see Appendixes 1 & 2). Specifically, we tried to find out how differently the students felt in the following 10 constructs.

Table 3: Constructs and questions for the survey

Constructs		Actual questions in the survey Did you feel ~ ?
1. Level of interest	1	that the class was interesting?
	2	that it was fun to practice Japanese?
	3	that what they said was interesting?
2. Level of approachability	4	that they were friendly?
	5	you could ask questions about Japanese easily?
	6	you could ask questions about them easily?
3. Level of language use and comprehensibility	7	that you used Japanese most of the time when talking?
	8	that the practice was useful and practical?
	9	that you learned a lot from them?
	10	that you understood most of their Japanese (language) ?
	11	that you understood them (the content of what they wanted to say) well?
4. Level of self-efficacy and self-esteem	12	they were good role-models for you?
	13	that YOU were helping THEM?
	14	you wanted to help them more?
	15	good about yourself?
5. Level of risk-taking and pressure	16	that it was OK to make mistakes in Japanese?
	17	pressured to perform well?
6. Level of confidence	18	NOT nervous when you spoke Japanese?
	19	confident when expressing your feelings and opinions?
7. Level of comfort	20	comfortable and that the situation was natural?
8. Level of acceptance	21	that you were accepted?
	22	that they were interested in what you said?
9. Level of rapport	23	that they were cooperative/willing to work with you?
	24	that they were your friends?
	25	you wanted to become friends with them?
10. Mode of communication	26	it was helpful to speak in English?

Construct #10 was added to the survey in order to find how useful English was for the students to get to know each other. English was the common language for all, but none of the international students were native speakers of English. They used it to communicate with their classmates in both the JSL class and the EFL class. The instructors made it a point to explain to the students the great benefits of being bilingual and bicultural, and that the role of English would play an important part in becoming both.

The collected data were analyzed in a mixed method, quantitatively and qualitatively. Quantitatively, we conducted t-test and discriminant analyses. Qualitatively, we collated the answers for the open-ended questions and tried to find out descriptions to complement the quantitative data.

4. Findings

4.1 Effect of the collaborative lessons on individual students

The survey asked the students in both groups how they felt in their own class and in the collaborative lessons. We conducted a paired t-test in order to find whether the difference between the means of two populations was significant or not. From the t-test, 46.7% of the international students and 43.8% of the Japanese students felt significantly different about their regular class and the collaborative lessons.

Table 4: T-test for differences in student attitudes toward two classes

	Number of informants	$p < 0.05$	%
International students	15	7 students	46.70%
Japanese students	32	14 students	43.80%

At the end of the survey that was administered, students were asked to answer two open-ended questions:

1. What are the things you liked about the collaborative lesson?
2. What were the things you did NOT like about the collaborative lesson?

The data from the open-ended questions showed that both groups of students were glad to be offered the opportunity to interact with each other. Students recognized the collaborative lessons as a learning environment that provided opportunities both for authentic language use and intercultural exchange. The students made the following comments (some were translated from Japanese) :

- Talking to people who use English in everyday life made me feel the conversations we had were natural.
- To listen and speak to Japanese students is helpful to learn how real Japanese is used. It is also interesting to get to know Japanese students in order to see the culture.
- Not just speaking to Japanese, but by speaking to international students I heard about all sorts of values.

Although some students found the collaborative lessons difficult and their self-perceived communicative competence was low, the data suggest that both groups of students acted as peer role models, enhancing learner self-efficacy. Students noted the following:

- When I saw how they tried to speak Japanese I thought I should try harder to speak English.
- I understood that actually we don't need to speak perfect English to be able to understand each other, the hurdle for speaking English was lowered a little so it was fun.
- The best thing about the collaborative class was the feeling that we both try hard to understand each other.

An example of verbal encouragement fostering self-efficacy was observed in one international student. He was having a hard time in the Japanese class and looked fed up at having so many adjectives to learn in the first collaborative lesson. However, the verbal encouragement he received from three Japanese students as his peers, made him seem to enjoy the activity much

more.

The instructors observed students help each other in various ways in the collaborative lessons. For example, in one lesson, when students were translating a passage, the international students asked the Japanese students questions about certain words and phrases in the passage. The Japanese students tried to translate them into English, but struggled. Consequently, the international students helped the Japanese students with English. In this way, both groups of students, by helping each other contributed to the co-development of knowledge and understanding.

In the regular language classroom, instructors are often confronted with the problem of students reverting to either their first language, or English for international students, when they have communication difficulties, without making use of other communication strategies. However, both of the instructors observed that students in the collaborative lessons put more effort into negotiating meaning. This may help to foster motivation and self-efficacy.

4.2 Differences in the attitudes between the two groups

As the context and characteristics of the two groups were very different, we identified the tendencies of attitudes of each group. We conducted discriminant analysis in order to investigate differences between the two groups on the basis of the attributes, indicating which attributes contribute most to group separation. The answers that contribute maximally to group separation are the ones for questions #6, 9, 16, 17, 20, and 24. The numbers in the table below are obtained by the mean of the attitude with their own class subtracted by the mean of the attitude for the combination class. Interpretation of these differences is described in Table 5.

Table 5: Discriminant analysis for differences of the two groups

Question	International students	Japanese students
#6 You could easily ask questions about them.	0.73 Although both groups of students felt it was easier to ask their own classmates questions, the international students felt more that way.	0.19
#9 You learned a lot from them.	0.2 Japanese students felt that they definitely learned a lot more from international students than from their own classmates, as opposed to international students who felt they learned more from their own classmates.	-0.88
#16 It was OK to make mistakes in the target language.	0.2 The international students were more conscious of their mistakes in collaborative classes than Japanese students were.	0.55
#17 You felt pressured to perform well.	0.33 While Japanese students felt pressure to speak with international students in English, international students felt more pressure to speak Japanese in their own class.	-0.88
#20 You felt comfortable and that the situation was natural.	0.73 Japanese students definitely felt comfortable speaking with the international students and that the situation was natural.	-0.13
#24 They were your friends.	1.8 The international students felt less close to Japanese students than Japanese students felt towards international students.	0.34

In addition, there was a distinctive difference in the average of the answers for several questions indicated in Table 6. The difference in the table was calculated by the average of their own class subtracted by the average of the collaborative lessons. Therefore, the negative numbers show that the average of the collaborative class is larger than their own Japanese or English class. Among the 26 answers, the Japanese students had 17 negative numbers, indicating their positive attitude toward collaborative lessons.

Questions #12 to #15 in Construct 4 were specifically concerned with self-efficacy and self-esteem (refer back to Table 3 for actual questions) . Out of the four answers, there were two negative numbers in the international student group and three in the Japanese student group, which suggests a preference of the collaborative lessons to their own class. For questions #13 and 14, both groups indicated that they felt that they were helping others and wanted to help each other more. This shows that self-efficacy and self-esteem were higher during the collaborative lessons.

Table 6: Difference of average for each question

Constructs of Questions	Question#	International students			Japanese students		
		Japanese class	Collaborative Lesson	Difference	English class	Collaborative Lesson	Difference
1. Level of interest	1	4.467	3.93	0.533	4.094	4.13	0
	2	4.4	4.07	0.333	3.531	3.97	-0.4
	3	4.4	3.73	0.667	3.813	4.5	-0.7
2. Level of approachability	4	4.933	4.47	0.467	3.844	4.56	-0.7
	5	3.533	3.2	0.333	3.531	3.13	0.41
	6	4.133	3.4	0.733	3.781	3.59	0.19
3. Level of language use and comprehensibility	7	2.6	3.07	-0.47	2.531	3.84	-1.3
	8	4.267	4.27	0	3.438	4	-0.6
	9	4	3.8	0.2	3.406	4.28	-0.9
	10	3.8	2.53	1.267	3.938	3.41	0.53
	11	3.867	3.07	0.8	4.219	3.84	0.38
4. Level of self-efficacy and self-esteem	12	4	3.87	0.133	3.438	4.5	-1.1
	13	3.267	3.33	-0.07	2.781	3.38	-0.6
	14	4.067	4.47	-0.4	3	4.25	-1.3
	15	3.733	3.4	0.333	3.781	3.63	0.16
5. Level of risk-taking and pressure	16	4.467	4.27	0.2	3.813	3.28	0.53
	17	3.267	2.93	0.333	2.719	3.59	-0.9
6. Level of onfidence	18	3.4	3.13	0.267	3.031	4.03	-1
	19	3.8	3.33	0.467	3.219	2.91	0.31
7. Level of comfort	20	4.067	3.33	0.733	3.406	3.53	-0.1
8. Level of acceptance	21	4.667	3.93	0.733	3.688	3.88	-0.2
	22	4.333	4.07	0.267	3.594	4.25	-0.7
9. Level of rapport	23	4.8	4.2	0.6	3.781	4.16	-0.4
	24	4.733	2.93	1.8	4.031	3.69	0.34
	25	4.733	3.8	0.933	4.063	4.34	-0.3
10. Mode of communication	26	4.733	4.6	0.133	4.25	4.72	-0.5

5. Discussion

The main objective of the collaborative lessons was to create an environment where international students and Japanese students could communicate and interact with each other. It was hoped that this environment would help to lower the affective filter, foster students' self-

efficacy and self-esteem.

One limitation of this study is that because we did not conduct a preliminary survey at the beginning of the course, we were not able to identify any changes in students' language learning motivation over the course of the semester. However, both quantitative and qualitative data suggest that, particularly for the Japanese students, the collaborative lessons had a positive effect. The qualitative data clearly showed a difference between the way Japanese students felt about interacting with their Japanese peers in their usual English lessons, and interacting with the international students in the collaborative English lessons.

Despite the fact that students felt the collaborative lessons had the potential to facilitate language learning and greater cultural awareness according to the qualitative data, the quantitative data suggest that although the Japanese students felt they learned a lot more from the international students, the international students felt they learned more from their own classmates. An important factor to consider may be the greater amount of time the international students spent together in class (see Table 1). The sense of community between the international students was a lot stronger than that between the Japanese students.

In addition, age, experience and personality traits greatly affected the interaction between the students and their willingness to communicate. One Japanese student stated in the survey, "Because there was a ratio of 3-1 or 2-1 (Japanese to international students) I felt relieved." Although the Japanese students' English ability was much higher than the international students' Japanese ability, because it was the first semester of the Japanese for Beginners course, the Japanese students tended to be shy and nervous while the international students were much more mature and outgoing. The international students took the initiative to talk to the Japanese students despite their limited Japanese language ability. It is clear that the ratio of students is something that should be carefully considered when implementing collaborative lessons.

In terms of the content of the lessons, some students expressed a wish to negotiate more of the class content in terms of topics, allotted time for activities and peer-group organization. However, other students reported that the scaffolding and peer-group organization was helpful, for example, stating: "The theme of the discussion was partly decided, so it was easy to talk."

As mentioned in the previous section, the syllabus for both the Japanese and the English courses had been decided prior to our decision to offer collaborative lessons. Therefore, the instructors coordinated the activities with each other within the framework of their respective lesson plans. In the future, if instructors are interested in implementing collaborative lessons, it is important to remember that thorough preparation and planning well before the start of the semester is key to making these lessons a success. Coordinating together with careful planning and timing of the topics for both classes will help to make the lessons run more smoothly.

6. Conclusion

Although this is a brief report of one example of collaborative lessons, we feel that this

is an important step in building a global community at Okayama University. We felt it was a good opportunity for international students and Japanese students to get together, learn about another language and culture, and, most importantly, become friends. For many students, especially first-year Japanese students, even if they were interested in cross-cultural exchange, undertaking the task of going to a social learning space such as the L-café would be too intimidating. The collaborative lessons were less daunting for students as they were already built into the lesson plan. Students didn't have to worry about what to talk about as the topics had already been decided by the instructors. Also, having the instructors as facilitators helped the students feel comfortable and relaxed. We hoped students would feel that the collaborative classes were a safe environment in which to face new linguistic challenges.

Finally, we would like to stress the importance of collaboration between the instructors as well as collaboration between the students in order to attain the goal of internationalization. It is true that language skills play a crucial role in bringing about “internationalization.” However, true “internationalization” begins with the attitude of the people involved. The willingness to accept differences in others and to communicate together should begin with instructors cooperating over and beyond the boundaries of faculties/departments. The reality is that it is difficult to coordinate schedules and times for instructors to meet. However, if collaborative lessons can be implemented, our study suggests that the students will certainly benefit from this experience. We hope that more collaborative lessons can be taught in the future, encouraging students to deepen their global awareness, increasing both their self-efficacy and self-esteem, as well as enhancing their language performance.

Appendix 1 : Questionnaire for the Collaborative Lessons between Japanese and International Students

We had 4 lessons of combined/collaborative Japanese and English classes with Japanese and international students during the Fall Semester. Did you feel differently in these lessons, compared to when you speak with your regular classmates? Please answer the following questions by circling 5(=definitely yes), 4, 3, 2, or 1(=definitely no) . Your answers will be kept anonymous.

When talking to your classmates in your regular Japanese class,					When talking to Japanese students in the combination class,																			
Definitely Yes					No					did you feel?					Definitely Yes					No				
5	4	3	2	1		that the class was interesting?	5	4	3	2	1													
5	4	3	2	1		that it was fun to practice Japanese?	5	4	3	2	1													
5	4	3	2	1		that what they said was interesting?	5	4	3	2	1													
5	4	3	2	1		that they were friendly?	5	4	3	2	1													
5	4	3	2	1		you could ask questions about Japanese easily?	5	4	3	2	1													
5	4	3	2	1		you could ask questions about them easily?	5	4	3	2	1													
5	4	3	2	1		that you used Japanese most of the time when talking?	5	4	3	2	1													
5	4	3	2	1		that the practice was useful and practical?	5	4	3	2	1													
5	4	3	2	1		that you learned a lot from them?	5	4	3	2	1													
5	4	3	2	1		that you understood most of their Japanese (language) ?	5	4	3	2	1													
5	4	3	2	1		that you understood them (the content of what they wanted to say) well?	5	4	3	2	1													
5	4	3	2	1		they were good role-models for you?	5	4	3	2	1													
5	4	3	2	1		that YOU were helping THEM?	5	4	3	2	1													
5	4	3	2	1		you wanted to help them more?	5	4	3	2	1													
5	4	3	2	1		good about yourself?	5	4	3	2	1													
5	4	3	2	1		that it was OK to make mistakes in Japanese?	5	4	3	2	1													
5	4	3	2	1		pressured to perform well?	5	4	3	2	1													
5	4	3	2	1		NOT nervous when you speak Japanese?	5	4	3	2	1													
5	4	3	2	1		confident when expressing your feelings and opinions?	5	4	3	2	1													
5	4	3	2	1		comfortable and that the situation was natural?	5	4	3	2	1													
5	4	3	2	1		that you were accepted?	5	4	3	2	1													
5	4	3	2	1		that they were interested in what you said?	5	4	3	2	1													
5	4	3	2	1		that they were cooperative/willing to work with you?	5	4	3	2	1													
5	4	3	2	1		that they were your friends?	5	4	3	2	1													
5	4	3	2	1		that you wanted to become friends with them?	5	4	3	2	1													
5	4	3	2	1		it was helpful to speak in English?	5	4	3	2	1													

What are the things you liked about the combination/collaborative class?

What are the things you did NOT like about the combination/collaborative class?

Appendix 2 : 英語クラスと日本語クラスの合同授業についてのアンケート

今学期、みなさんの英語のクラスと、留学生の日本語クラスの合同授業を4回おこないました。その授業でどのように感じましたか？ 普段の英語のクラスで、日本人のクラスメートと英語を話している時と、どう違いましたか。以下の質問に5（＝本当にそう思う）～1（＝全然そう思わない）のどれかを○で囲んで下さい。回答は、無記名ですから、正直に答えてください。

普段の英語授業で日本人のクラスメートと話している時、					合同授業で、留学生と話している時、						
本当に そう思う					全然 思わない	本当に そう思う					全然 思わない
					どう感じましたか？						
5	4	3	2	1	クラスは楽しかった？	5	4	3	2	1	
5	4	3	2	1	英語を使うのは楽しかった？	5	4	3	2	1	
5	4	3	2	1	相手の言うことは興味深かった？	5	4	3	2	1	
5	4	3	2	1	フレンドリーだった？	5	4	3	2	1	
5	4	3	2	1	英語についての質問は、しやすかった？	5	4	3	2	1	
5	4	3	2	1	その人自身についての質問は、しやすかった？	5	4	3	2	1	
5	4	3	2	1	ほとんど英語で話した？	5	4	3	2	1	
5	4	3	2	1	練習は、実用的で役に立った？	5	4	3	2	1	
5	4	3	2	1	彼らから多くを学んだと感じる？	5	4	3	2	1	
5	4	3	2	1	相手の言っていることを（言語的に）ほとんど理解できた？	5	4	3	2	1	
5	4	3	2	1	相手の言おうとしていること（意図）は充分伝わった？	5	4	3	2	1	
5	4	3	2	1	彼らは、いいお手本だと感じる？	5	4	3	2	1	
5	4	3	2	1	相手の役に立っていると感じた？	5	4	3	2	1	
5	4	3	2	1	もっと手伝ってあげたいという気持ちになった？	5	4	3	2	1	
5	4	3	2	1	クラスで felt good about yourself?	5	4	3	2	1	
5	4	3	2	1	英語でミスをしてでもいいと思えた？	5	4	3	2	1	
5	4	3	2	1	きちんとした英語を話さなくてはいけないというプレッシャーや競争心を感じた？	5	4	3	2	1	
5	4	3	2	1	英語を話す時、緊張した？	5	4	3	2	1	
5	4	3	2	1	自分の気持ちや意見を言う時、自信を持って話せた？	5	4	3	2	1	
5	4	3	2	1	英語を話すシチュエーションは、快適で自然だと感じられた？	5	4	3	2	1	
5	4	3	2	1	相手が自分を受け入れてくれていると感じた？	5	4	3	2	1	
5	4	3	2	1	自分の言うことに興味を持って聞いてくれていると感じた？	5	4	3	2	1	
5	4	3	2	1	協力的で、進んで手伝ってくれた？	5	4	3	2	1	
5	4	3	2	1	友達だと感じた？	5	4	3	2	1	
5	4	3	2	1	友達になりたいと思った？	5	4	3	2	1	
5	4	3	2	1	英語を使うことは役に立つと思えた？	5	4	3	2	1	

合同授業で、良かったと思うことや気に入ったことは何ですか。

合同授業で、良くなかったと思うことや苦手だと思ったことは何ですか。

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